

**Mississippi College- and Career-Readiness Standards for Mathematics**

**2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*  (SMP 1 and 6)

Course Emphases: Major Content Supporting Content Additional Content

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| **Prerequisite Skills** | | |
| * **Adding two-digit numbers is the same as adding cents except for the cent symbol or the decimal and dollar sign.** * **Subtracting two-digit numbers is the same as subtracting cents except for adding either the cent symbol or dollar sign and decimal point.** * **Have a knowledge of coins: quarter, dime, nickel, or penny.** | | |
| **Key Terms (vocabulary)** | | **Definition** | **Student-friendly language** |
| Dollar bill  Quarters, dimes, nickels, pennies (coins)  Symbols for money ($ and ¢) | | A note representing one dollar; the standard monetary unit of the U.S.  Money that is metal with differing values—quarter (25¢), dime (10¢), nickel (5¢) and penny (1¢).  $ represents dollars and is used in addition with the decimal point to show any cents beyond the dollars as if I had four dollars and 58 cents ($4.58). ¢ represents cents and is used at the end of the number with no decimal point such as 48 cents or 48¢ | The dollar bill is mostly green with the head of our first president, George Washington. It is worth 100¢ or $1.00.  Pictures of these coins would be most valuable for a math word wall. Also the definition to the left is fairly student friendly.  The definition to the left is already student friendly. |
| **Key Verbs (skills)** | | **Definition** | **Student-friendly language** |
| Solve  Use $ and ¢ appropriately. | | Do the math to work a problem that refers to a real-life situation.  Use the dollar sign ($) when adding dollars and change (coins) with a decimal point or when just dollars alone. Use the cents (¢) symbol when only coins are involved or you want to show dollars with the coins as total cents. | Work the problem using addition or subtraction to get an answer.  The definition to the left is already student friendly. |
| **“*I Can”* statements in student-friendly language** | | | |
| I can identify the value of each coin and bill.  I can identify the name of each coin and bill.  I can apply patterns to add like coins using appropriate symbols.  I can add different coins together using appropriate symbols.  I can add coins and bills together using appropriate symbols.  I can solve word problems involving money. | | | |
| **Essential Questions** | | | |
| What is the difference between coins and bills?  Am I able to count money using strategies I have learned from counting by ones, fives, and tens?  Am I able to use my counting on skills to begin with any number?  What do I need to know to solve word problems about money? | | | |